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ABSTRACT

This guide provides information on careers in art and art education and on how students can learn about such careers. By posing and answering a series of informative questions, the guide discusses choosing a teacher education college or university. Continuing with this format, it addresses how to decide on an art education major and how to enter an art/design school or a university art/design program. The guide concludes by indicating several sources for information on careers in the visual arts, such as art teaching, art career resources, and art job outlook. (BT)

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Careers in Art and Art Education

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CAREERS IN ART AND ART EDUCATION

NATIONAL ART EDUCATION ASSOCIATION

CHOOSING A TEACHER EDUCATION COLLEGE/UNIVERSITY

Source: http://www.ericsp.org/choosing.html
ERIC Clearinghouse on Teaching and Teacher Education
1307 New York Ave., NW, Suite 300
Washington, DC 20005-4701
1-800-822-9229

Each state determines requirements for licensing educational personnel within its jurisdiction, so teacher education programs prepare teacher candidates to meet these requirements. Programs generally offer three components: liberal arts and sciences subject areas, learning to teach (pedagogy), and field experience (in-classroom training). Several factors can be considered when choosing which program you want to attend:

*** Is it located where you would like to teach?** Reciprocity agreements among many states exist for hiring teachers, but usually a state will require individuals licensed elsewhere to meet any local requirements for certification within a specified period of time from the date of employment.

*** Does it offer the degree(s) or credits you need?** While requirements vary, all states ask teachers in public schools to have at least a bachelor's degree for initial teaching certification and eligibility for employment. Some states now require their teachers to acquire master's degrees for second-stage certification. Two-year college students should check with the admissions counselor at the 4-year institution to which they will transfer to assure they are taking courses that will be accepted for credit toward graduation.

*** Will the teacher education program provide a variety of experiences?** Strong offerings in subject areas, pedagogy, and field experience are good preparation. Linkage between the school of education and the liberal arts departments is important. Learning to work with culturally diverse students and their parents is increasingly critical. Strong collaborative relationships between the university and area schools is an asset, like those found in professional development schools. Exploring new models for teaching,as in site-based school management or comprehensive services with other professionals, can give better preparation for restructured schools. It is useful to find out what kind of field experiences are offered and if there is a mentorship or cooperating teacher program.

*** What is the school's reputation?** U.S. News & World Report, in their edition of "America's Best Graduate Schools," ranks schools of education according to education specialties. Educational Rankings Annual by Gale Press lists only the 10 best universities by reputation as determined by a survey of selected educators. Contacting graduates, talking with school administrators, and consulting current students can provide indicators of quality. General information can be found in Barron's Index to College Majors; The College Blue Book; Degrees Offered by College and Subject; Index of Majors; and Peterson's Guides.

*** Is the school accredited?** A copy of the Abbreviated List of Accredited Education Programs and Units is available free of charge from the National Council for Accreditation of Teacher Education (NCATE). Phone (202)466-7496. Meeting rigorous accreditation requirements is an indicator of program quality. Each state department of education can provide information on other accreditation (state, regional, or national) of local institutions.

*** Will the school help you find a teaching position and continue to learn in the future?** You might consider the results of follow-up studies on the school's graduates. The percentage of graduates who wanted to teach full-time and successfully found positions can indicate the interest of the institution in the employability of its graduates, the positive attitude of employers, and the condition of the job market locally for new

teachers. Career-long professional development will be an increasingly important factor for teachers. Check to see what the school offers in continuing education.

* **What are some additional resources?** Good information about teaching as a career can be found in the "Careers in Teaching Handbook" published by Recruiting New Teachers, Inc.or you may contact the career in teaching helpline at 800-45-TEACH. "Teaching: A Career that Makes a Difference," available from the the National Education Association's Student Program. Phone (202) 822-7100. Reading the periodicals Education Week and Teacher Magazine (available in education libraries) will provide a good overview of teaching as a career in grades K-12 today.

* **College View Search for colleges, universities, scholarships, financial aid, and more.** CollegeView is a free online (http://www.collegeview.com) college search service with profiles of all accredited colleges & universities in the US and Canada, virtual tours of hundreds of schools, electronic college applications, scholarships and financial aid info, careers information and career planning tools, a free college chat service and message boards, book excerpts, Ask the Experts, and much more.College Search allows you to find specific college information.

SELECTING A COLLEGE OR UNIVERSITY? DECIDING ON AN ART EDUCATION MAJOR?

Questions Students, Parents, and Counselors Should Ask?

Excerpts from the
National Standards for Art Teacher Preparation

National Art Education Association
1916 Association Drive, Reston, VA 20191-1590
Phone 703-860-8000 Fax 703-860-2960
http://www.naea-reston.org
E-mail: naea@dgs.dgsys.com

What Should the Art Education Program Include?

Quality art teacher preparation programs are designed to provide students with strong backgrounds of study in art education and in the visual arts. Course work is structured to develop expertise in studio art, art history, art criticism, and aesthetics. Art teacher candidates receive extensive training to deliver comprehensive instruction to help students make, study, interpret, and evaluate works of art.

Students spend appropriate time learning in foundation areas, including educational philosophy, history, and psychology. They are provided with the knowledge, skills and experiences in methods necessary for the development of curriculum, instruction, and assessment appropriate for various applications and levels of art education. They also acquire the skills to use technology in these processes.

Opportunities for classroom visitation, visits to other educational institutions, and internships exist in addition to the student teaching experience. These experiences are designed to allow students to gain experience with diverse populations and school settings. Throughout the program of study, practical skills needed to organize and maintain a comprehensive art classroom and to manage student behavior are developed.

Teacher education programs in the visual arts prepare students with knowledge of historical developments and prevailing theories of art education. Students demonstrate an understanding of emotional and cognitive characteristics of children, adolescents, and young adults in relation to their artistic and aesthetic development. They recognize interests, abilities, and needs of children and young people and use this information to make instructional decisions. They apply theories of curriculum and instruction as they reflect on and refine their own practice of art education.

* Does the Art Teacher Preparation Program Focus on Content of the Visual Arts?

* Does the Art Teacher Preparation Program Provide Teacher Candidates with a Thorough Knowledge of the Theory and Practice of Art Education?

What Should Art Education Faculty Know and Do?

The responsibility of preparing teacher candidates for the visual arts largely remains with art education faculty who work within certification programs in higher education. Faculty are employed within institutions which vary in terms of size, autonomy, academic orientation, and demographics. Faculty workloads vary

in terms of expectations for teaching responsibilities, research and/or creative activities, and professional service commitments.

Teacher education candidates for the visual arts must be taught by competent art education faculty who hold advanced degrees and whose backgrounds reflect professional and practical experiences with learners in a variety of educational settings from early childhood to adult. The faculty should model excellence in teaching and be committed to the improvement of art teaching and the qualities reflected in this document.

* Is the Art Education Faculty Thoroughly Competent in the Practice of Art Education in Order to Prepare Future Teachers of Art?

* Does the Faculty Responsible for Preparing Teachers of Art Remain Active in the Art Education Profession?

* Does the Art Education Faculty Create a Supportive and Collaborative Learning Environment that Prepares Successful Teacher Candidates?

* Does the Art Education Faculty Actively Engage in Scholarly Inquiry within Art Education?

* Does the Art Education Faculty Demonstrate That They Are Part of a Community of Professionals?

PREPARING TO ENTER AN ART/DESIGN SCHOOL, COLLEGE, OR UNIVERSITY AS AN ART/DESIGN MAJOR

Source: http://www.arts-accredit.org
National Association of Schools of Art and Design
11250 Roger Bacon Drive, Suite 21, Reston, VA, 20190
Phone: (703) 437-0700
Fax: (703) 437-6312
E-mail: info@arts-accredit.org
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Acceptance to an undergraduate program in art or design is based on many considerations. These vary widely among institutions. For example, some have stringent requirements prior to admission while others have open admission policies followed by thorough examinations at some point in the program to determine whether the student may continue as an art/design major. For specific application requirements, contact NASAD institutions directly. The suggestions below indicate how you can best prepare during the high school years, not what you must achieve to apply or be accepted. The advice provided describes two things: first, an ideal set of knowledge and skills goals for college-level applicants; second, competencies needed by artists, designers, scholars, and teachers as they practice the various aspects of the profession in college and beyond. In brief, you should learn as much as you can as early as you can.

Take responsibility for your own development.

Each art/design student has a unique set of talents, aspirations, and abilities. Although you are in school and probably studying in your community or with a private teacher, it is important to take increasing responsibility for developing your particular abilities toward your specific goals. Begin by obtaining the admission requirements of schools you may wish to attend-the earlier, the better. Ultimately, you are responsible for choices about how you use your time to prepare for your future. For most art/design professionals, that future involves art/design at the center supported by many other capabilities.

Draw 'til you drop.

Take every opportunity to train your eye by taking courses or studies in drawing. Developing the eye is a lifetime job. The earlier work is started, the better.

Practice, practice, practice.

Whatever you do or intend to do in art/design, try to practice it as much as possible. This applies not only to your studio area, but also to other types of work. For example, prospective teachers should try to observe and gain teaching experiences under appropriate supervision, those interested in art/design scholarship or criticism should practice writing and speaking on art/design topics. No level of knowledge or skill that you can attain will be too high.

See as much art and design as you can.

Try to see as much art/design from as many historical periods and cultural sources as possible. Ask your teachers or local art/design professionals for recommendations. Try to make sure that you have seen the major works of all types in the particular area of art/design that interests you. Seek more to learn the

breadth and depth of the visual world than to enjoy what is already familiar. Whenever possible, see original works. Observe the visual design of the world around you-architecture, product design, fashion design, for example-and spend lots of time with visual media such as books, magazines, films, videos, the Internet, etc.

Get a sense of art/design history.

Take opportunities to learn the basics of art/design history. Work with your art teachers, enroll in an AP art history course if it is available in your high school, take classes at your community museum or art school, and otherwise explore opportunities to gain initial acquaintance with this material.

Become a fluent, effective English speaker and writer.

As an artist/designer, you will communicate in art/design, but you will also rely heavily on your ability to communicate in words. Everything from teaching, to writing grant proposals, to negotiating, to promoting your interests, to working on teams relies on fluent English skills. Focus attention on learning to speak and write effectively.

Get a comprehensive high school education.

Art and design both influence and are influenced by other fields of study: the humanities, mathematics, the sciences, the social sciences, and the other arts-architecture, dance, film, literature, music, and theatre. For entrance into college-level study, you are encouraged to gain a basic overview of ancient and modern history, the basic thought processes and procedures of math and science, and familiarity with works in as many of the other arts disciplines as possible. Many professionals who work with art comprehensively develop a particular sensibility about connections with history and the other arts. Understanding the basics of math and the sciences supports future work in many design areas. Social studies are related to understanding the context for various art and design endeavors.

Think of everything you study as helping you become a better art/design student.

As we have said, the best art/design professionals continue to learn throughout their lives. They are always studying and thinking, always connecting what they know about art/design with their knowledge of other fields. Since you never know the direction your career will take, it is wise to spend your high school years gaining the basic ability to understand and work in a variety of fields. Keep art/design at the center of your efforts, but accept and enjoy the challenge of gaining the kind of knowledge and skills in other areas that will support both formal studies at the college level and your art/design career beyond.

For additional information see NASAD at http://www.arts-accredit.org

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CAREERS IN THE VISUAL ARTS

National Art Education Association
1916 Association Drive, Reston, VA 20191-1590
Phone 703-860-8000 Fax 703-860-2960
http://www.naea-reston.org
E-mail: naea@dgs.dgsys.com

Following are several resources for answering questions about: 1—Teaching art, 2—Career resources, 3—Job outlooks.

1—ART TEACHING POSITIONS

Most teachers seek employment in the state and county or school district where they reside. However, moving from one state to another and finding a teaching job has been simplified by the Interstate Contract, a mutual agreement by 38 states and the District of Columbia to recognize each other's licenses. Prospective teachers may find information on available positions at state department and school district offices, in county bulletins and newsletters, and on state education department web sites. In addition to the public school system, there are numerous private schools, organized by religious or cultural mission or by academic program. Teachers in 65% of these schools are not required to be licensed by the state, and state requirements vary.

NAEA has two non-commercial links on its web page (at www.naea-reston.org) that offer job information. A listing of each state URL is listed below.

ABOUT LICENSURE AND CERTIFICATION.
Licensure or certification of art teachers is determined by each state. To find information about licensure/certification in a particular state, use the following listing to find offices of teacher credentialing,

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licensure, or certification. If offices or departments are not listed, use a phone, fax, mail, or an e-mail address on their page to inquire.

INDEX OF STATE EDUCATION AGENCIES
Alabama www.alsde.edu/
Alaska www.educ.state.ak.us/
Arizona www.ade.state.az.us/
Arkansas ark.edu.k12.ar.us/
California www.goldmine.cde.ca.gov/
Colorado www.cde.state.co.us/
Connecticut www.state.ct.us/sde/
Delaware www.doe.state.de.us/
Florida www.firn.edu/doe
Georgia www.doe.k12.ga.us/
Hawaii www.k12.hi.us
Idaho www.state.id.us/
Illinois www.isbe.state.il.us/homepage.html
Indiana www.doe.state.in.us
Iowa www.state.ia.us/educate/
Kansas www.ksbe.state.ks.us
Kentucky www.kde.state.ky.us/
Louisiana www.doe.state.la.us/
Maine www.state.me.us/education/homepage.html
Maryland sailor.lib.md.us/msde/
Massachusetts info.doe.mass.edu/
Michigan www.mde.state.mi.us/
Minnesota www.educ.state.mn.us/
Mississippi mde.k12.state.ms.us/
Missouri services.dese.state.mo.us/
Montana 161.7.114.15/opi/opi.html
Nebraska www.nde.state.ne.us/
Nevada www.nsn.k12.nv.us/nvdoe
New Hampshire www.state.nh.us/doe/education.html
New Jersey www.state.nj.us/education/
New Mexico www.sde.state.nm.us/
New York www.nysed.gov/
North Carolina www.dpi.state.nc.us/
North Dakota www.dpi.state.nd.us/
Ohio www.ode.ohio.gov/
Oklahoma www.sde.state.ok.us/
Oregon www.ode.state.or.us
Pennsylvania www.cas.psu.edu/pde.html
Rhode Island instruct.ride.ri.net/ride_home_page.html
South Carolina www.state.sc.us/sde/
South Dakota www.state.sd.us/state/executive/deca
Tennessee www.state.tn.us/education
Texas www.tea.state.tx.us/
Utah ww.usoe.k12.ut.us/
Vermont www.state.vt.us/educ/
Virginia www.pen.k12.va.us/Anthology/VDOE/
Washington www.ospi.wednet.edu/
West Virginia www.wvde.state.wv.us/
Wisconsin www.dpi.state.wi.us
Wyoming www.k12.wy.us/

2 — ART CAREER RESOURCES

Career Resources at State University of New York at Oswego
This is a comprehensive site for job seekers of all levels. The career resource guides cover most needs and are great references. Look closely at the resource guides and undergrads—check the "Majors Booklets."
http://www.oswego.edu/other_campus/student.svcs/career_svcs/CareerResources.html

FOR ART JOB DESCRIPTIONS:
http://www.oswego.edu/other_campus/student.svcs/career_svcs/BOOKart.html

FOR EMPLOYMENT LINKS:
http://www.oswego.edu/other_campus/student.svcs/career_svcs/EmploymentLinks.html

BUREAU OF LABOR STATISTICS — Arts Career Information for Students
http://stats.bls.gov/k12/html/edu_musc.htm
The Bureau of Labor Statistics publication, *Occupational Outlook Handbook*. Each of the simplified statements can be linked to the source material in the Handbook, as may the related occupations listed under the heading "Similar work." The *Handbook* is written for high school juniors, seniors, and graduates.
http://stats.bls.gov/ocohome.htm

3 — ART JOB OUTLOOK

Job Outlook for Visual Artists
This is one of about 250 job outlook statements from the 1998-99 *Occupational Outlook Handbook*. This statement discusses Significant Points; Nature of the Work; Working Conditions; Employment; Training, Other Qualifications, and Advancement; Job Outlook; Earnings Related Occupations; and Sources of Additional Information.
http://stats.bls.gov/oco/ocos092.htm

National Occupational Information Coordinating Committee
Provide policy planners with labor market needs and opportunities, career development strategies and materials for career development training.
http://www.noicc.gov/

About NAEA

The National Art Education Association is the world's largest professional art education association and a leader in educational research, policy, and practice for art education. NAEA's mission is to advance art education through professional development, service, advancement of knowledge, and leadership. Membership includes elementary and secondary art teachers, artists, administrators, museum educators, arts council staff, and university professors from throughout the United States and several foreign countries. It also includes publishers, manufacturers and suppliers of art materials, parents, students, retired art educators, and others concerned about quality art education in our schools.

Related Art Education Resources from NAEA

No. 412 Standards For Art Teacher Preparation Carole Henry, Chair. Guidelines and standards include three sections: standards for the art program, standards for art education faculty, and standards and skills for art teacher candidates. The standards are inclusive of the National Association of Schools of Art and Design (NASAD) and the National Council for the Accreditation of Teacher Education (NCATE) requirements. The art teacher candidate categories are inclusive of those aspects identified as essential to effective teaching developed by NBPTS (National Board for Professional Teaching Standards) and INTASC (Interstate New Teacher Assessment and Support Consortium). 28 pgs.$15.00; **Member Price $10.00**

No. 271 Preparing Teachers of Art Michael Day, Editor. *Preparing Teachers of Art* focuses on the essential role of the teacher for improving student learning and for implementing school reform. Seven authors have assembled an incredible array of research data that has generated an unprecedented wealth of art education information for revitalizing America's colleges and universities and preparing art educators for the 21st century. The research and findings are revealing, thoughtful, provocative and, most important, challenging. Teachers will be more student-centered and, above all, much more prepared to provide substantive content in programs, oriented to student learning, and with intellectual rigor. 154 pgs. $22.00; **Member Price $18.00**

No. 232 Preservice Art Education: Issues and Practice Lynn Galbraith, Editor. This new anthology examines how preservice teachers, art specialists, and classroom teachers make sense of their art teacher education course work. Insights are offered into how preservice is shaped and influenced. Organized in a tripartite framework, *Preservice Art Education* examines "Learning to Teach: The Preservice Teacher," "Teaching Others to Teach: The Art Teacher Educator," and "Preservice Practice." An important resource/text for anyone in the business of preparing students to be trustees of the ways of life for the pupils they will teach and who will become stewards and authors of their own lives. 188 pgs. $22.00; **Member Price $15.00**

No. 216 The National Visual Arts Standards Jeanne Rollins, Chair. Defines what every student should know and do in the visual arts. Includes six content standards K-12. Standards are organized K-4, 5-8, and 9-12. These standards are essential for all art educators as the framework upon which to design art curricula and instruction for all grade levels, as well as for art teacher preparation programs. 36 pgs. $14.00; **Member Price $8.00**

No. 409 Purposes, Principles, and Standards For School Art Programs Bonnie Rushlow, Chair. This publication is directed toward the promotion and recognition of educationally sound visual art programs in elementary, middle/junior, and high schools. It is designed as a self-assessment evaluation of the seven art education program components: Organization, Curriculum, Personnel, Scheduling, Facilities, Materials/Equipment, and Budgets. 33 pgs. $14.00; **Member Price $6.00**

No. 204 Design Standards for School Art Facilities Mac Arthur Goodwin, Editor. This visual resource includes over 60 photos and floor plan drawings of specialized art studio rooms. It contains Art Room Planning in elementary, middle/junior, and senior high schools; General Specifications (space, lighting, safety, computers); and Specialized Art Rooms (ceramics, kiln room, printmaking, technology) and more. 34 pgs. $14.00; **Member Price $6.00**

Order Information: Fax/Phone orders using Visa and MasterCard may be faxed to 703-860-2960 or by toll free phone to 800-299-8321 (8:30am to 4pm EST). **Shipping and Handling:** Canadian add 25%; foreign add 40% shipping. Virginia residents add 4.5% sales tax. U.S. shipping/handling: up to $10.00— $2.50; $10.01-$20.00— $3.50; $20.01-$35.00— $4.50; $35.01-$50.00—$5.50; over $50.00—$7.00. **Sorry, no purchase orders under $75.00.** Web orders at www.naea-reston.org.